



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SETON-FALLS ELEMENTARY (P.S. 111X)

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X111

PRINCIPAL: AVA FULLENWEIDER

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SUPERINTENDENT: ELIZABETH WHITE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Ava Fullenweider	*Principal or Designee	
Dana Falciglia	*UFT Chapter Leader or Designee	
Denise Thomas/Josclyn Mahon	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Laura Paddyfote	Member/Teacher	
Dana Falciglia	Member/ UFT Chairperson	
Greg Weber	Member/ Teacher	
Ava Fullenweider	Member/ Principal	
Josclyn Mahon	Member/ Title I	
Mattie Dickerson	Member/ Community Liaison	
Denise Thomas	Member/ PTA President	
Lisa DeMatte	Member/ Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Strengthen Teacher Practice by engaging in short, 20 minute weekly cycles of informal classroom observations and providing a 48 hr. feedback using a rubric that articulates clear expectations for teacher practice. When teachers are focused and understand their task, they are then able to convey the same to their students.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Based on the school's Progress Report (2010-2011), NYS School Report Card (2010-2011), Learning Walks and Teacher Teams, it was determined that we need to strengthen teacher practice in our school, especially with the students in the subgroup: SWD. We had 95 students with disabilities on the testing grades during the 2010-2011 school year. Only 5% of those students obtained Level 3 and above on the ELA.

Instructional strategies/activities

1. The administrative team will articulate clear expectations for teacher practice and serve as the focus for teacher development
2. The administrative team will increase the rigor and effectiveness of teacher instruction by making weekly 20-minute informal classroom visits and providing immediate feedback within 48 hours to the teacher. This technique will increase the rigor by emphasizing strategies and techniques teachers can use to reach all students' needs. Feedback will be both written and verbal with next steps being discussed.
3. The administrative team will provide concrete actionable feedback to teachers on student work and the Common Core aligned tasks
4. To measure successes and challenges related to reaching all students, including students with disabilities (SWD) and English Language Learners (ELL) by setting four week benchmarks measuring student progress
5. To strengthen my capacity to provide high quality feedback to teachers through Professional Development provided by my Network, CBO's, in house and a sundry of outside workshops.

6. To help teachers understand and act on issues to improve their practices by providing feedback from walkthroughs and through teacher team meetings. (Support provided by ELA and Math Coaches, Tier III Support Staff for K-2, 3, and 4-5)
7. To build a school culture and a collaborative community in which feedback is given and received in an environment of trust and where we solve problems together
8. To identify important practices that will improve student learning: guided reading/writing, conferencing, small group instruction and academic rigor (non-negotiable tasks)
9. The administrative team and the classroom teacher will identify clear actions, following frequent cycles of 20 minute observations that will help teachers improve, next steps, developmental and/or specific task that are aligned to the Common Core
10. Engage our school communities, including students, in conversations about how we are preparing students to be college and career ready
(support provided by PTA, SLT, and CBO workshops)

Strategies to increase parental involvement

- Conduct parent workshops with topics that may include: understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review and etc.
- Schedule additional parent meetings, e.g., quarterly meeting, flex meetings in morning , afternoon, and evening, to share information about the school's educational program(s) and other initiatives of the Chancellor and allow parents to provide suggestions

Strategies for attracting Highly Qualified Teachers (HQT)

- All of our teachers are highly qualified. However, they are held responsible for their educational growth. Non-tenured teachers are required to share and submit their portfolio documenting their professional growth and journey. Also, the administrative team provides weekly educational articles focusing on the latest trends in education. The articles are discussed at weekly Tier III meetings, grade meetings and at teacher team meetings.

Service and program coordination

- We have two temporary housing program employees that support our students that are living in temporary housing. They provide student and parent support by supplying the necessary educational materials. They also meet with the classroom teacher to discuss student progress, support needed and homework. On-going articulation between the principal and the temporary housing staff, supports each student.

- S.A.V.E room teacher also provides daily instruction to students based on teacher weekly instructional plans.
- The Leadership Program (Century 21 Grant) provides afterschool instruction in ELA and Math (4x a week) strengthening the academic link in the building.
- ESL after-school program will address skills that are not addressed during the day. Students in testing grades are eligible to attend the program 2x a week.

Budget and resources alignment

- Our Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact, e.g., parent meetings, parent evening activities, and parent workshops.
- Title I funds are utilized to fund teacher positions and educational software that supports instruction that is aligned to the Common Core Standards e.g., ST Math and Aha Math
- Title I funds are used to support an ELA coach, Math coach for Grades K-2 and 3-5, and three AIS support staff on grades K-2, 3, 4-5
- Title II funds are utilized to support two ESL teachers that provide small group and push in strategies to support ESL instruction
- Title III funds are used for our after school program to support ELL learners. Also, the funding is utilized to purchase “Brain Pop”, a software program utilized to support ESL instruction in ESL and Math
- SINI funds are used to support teachers in developing units of study aligned to the common core learning standards. The Literacy Coach will provide additional training on aligning teacher task and student work.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Identify a school-wide literacy and math task embedded in a rigorous curriculum unit aligned to the Common Core Learning Standards.

Comprehensive needs assessment

Based on the NYS School Report Card (Accountability and Overview 2010-11), we are identified as a school in need of improvement Year 1 because we failed to meet our AYP for SWDs. Teachers will use units of study (Math and ELA) that are aligned to the curriculum maps and the common core learning standards to increase students’ rigor and stamina. Students do not have the stamina to sit for long periods of time engaged in one activity, namely Reading.

Instructional strategies/activities

1. The ELA coach and the staff will identify a school-wide literacy task that requires the students to read and analyze informational text. Students will orally explain their task and model and/or explore reasoning behind the argument.
2. The ELA coach and the staff will use units of study provided by the Common Core Library and start developing our own units based on the curriculum maps
3. The Math coach and staff will identify a school-wide mathematics task that requires our students to demonstrate their ability to model in mathematics, construct and explore reasoning behind their arguments and arrive at a viable solution. Students will show written evidence to support their steps to solve a problem and come to a conclusion.
4. The classroom teacher and the AIS teacher will divide students into groups based on their understanding of the content. Small groups of students working collaboratively and/or students working independently to reinforce and extend their skills.
5. Teacher Teams at my school will identify students' deficit areas and make suggestions for new strategies. They will look closely at resulting student work to continue the cycle of inquiry, making future instructional adjustments and communicating lessons learned to other school staff.
6. The network will provide clear guidance and structured support around content and pedagogy.
7. The network teams will help the school develop the skills they need to increase the rigor of instruction for all students.
8. The administrative team will create a non-negotiable, informing staff and parents that vocabulary is taught in all content areas using various modes of instruction.
9. The staff will teach vocabulary in the content area with specific questions and tasks in the specific unit and include words that students need to know in order to reach the objectives of the lessons.
10. Classroom instruction will have a balance between the words and concepts that are necessary for students' understanding of the text and the words required to produce written and/or oral pieces.
11. The classroom teacher will teach big idea words and ask essential questions as they relate to lesson concepts, high frequency words, academic words, content specific words and words to engage in discourse about a topic.
12. Technology is incorporated into all curriculum areas so as to differentiate instruction based on the students' learning styles and needs.

Strategies to increase parental involvement

- Conduct monthly Title I Parent events where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.
- Conduct parent workshops with topics that may include: understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home.
- Provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review and etc.
- Schedule additional parent meetings, e.g., quarterly meeting, flex meetings in morning, afternoon, and evening, to share information about the school's educational program(s) and other initiatives of the Chancellor and allow parents to provide suggestions

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are highly qualified. However, they are held responsible for their educational growth. Non-tenured teachers are required to share and submit their portfolio documenting their professional growth and journey. Our CBOs from Aha Math and ST Math provide workshops that address math inquires, skills and teacher implementation.

Service and program coordination

- We have two temporary housing program employees that support our students that are currently placed on a temporary basis. They provide student and parent support by supplying the necessary educational materials. They also meet with the classroom teacher to discuss student progress, support needed and homework. On-going articulation between the principal and the temporary housing staff. Occurs daily.
- S.A.V.E room teacher also provides daily instruction to students based on teacher weekly instructional plans and student needs.
- The Leadership Program (Century 21 Grant) provides afterschool instruction in ELA and Math (4x a week) strengthening the academic link in the building.

Budget and resources alignment

- Our Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact, e.g., parent meetings, parent evening activities, and parent workshops.
- Title I funds are utilized to fund teacher positions and educational software that supports instruction that is aligned to the Common Core Standards e.g., ST Math and Aha Math
- Title I funds are used to support an ELA coach, Math coach for Grades K-2 and 3-5, and three AIS support staff on grades K-2, 3, 4-

5

- Title II funds are utilized to support two ESL teachers that provide small group and push in strategies to support ESL instruction
- Title III funds are used for our after school program to support ELL learners. Also, the funding is utilized to purchase “Brain Pop”, a software program utilized to support the ELL student in ESL and Math instruction
- SINI funds are used for after school and Saturday programs. In addition, during the Winter Recess and Spring Break enrichment programs in ELA and Math will be available.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.



Annual Goal #3

To improve the statistics of the school in all categories (Student Progress, Student Performance, School Environment and Closing the Achievement Gap) reflected on the school's 2010-2011 Progress Report

Comprehensive needs assessment

Based on the NYS School Report Card (Accountability and Overview 2010-11), we are identified as a school in need of improvement Year 1 because we failed to meet our AYP for SWDs. We had 95 students with disabilities on the testing grades during the 2010-2011 school year. Only 5% of those students obtained Level 3 and above on the ELA.

Instructional strategies/activities

- By October 2011, implement a non-negotiable Professional Development Plan for all staff, using clearly defined guidelines enabling staff to evaluate their professional growth, assess their student's learning and set reasonable benchmarks for adjusting and evaluating student mastery.
- To revise, improve and strengthen professional development and the school wide curriculum planning process already underway to benefit students and staff.
- To provide professional development on the core standards to all staff members that will support the delivery of high quality and appropriately differentiated curriculum that is data driven for grades Pre-K – 5.
- Professional development will include on-going analysis and disaggregation of informal and standardized assessment data including the Predictive Assessments, ITA's, teacher Diagnostic Exams and the results of the school's Children First Inquiry Team.
- Utilize data review protocols with assessment results in planning for instructional improvement. Work in teams to take advantage of functionality of data tools such as ARIS, MindResearch, and Aha Math.
- By January 2012, involve all staff members in a concerted effort to significantly improve the academic performance of all (100%)

students in Math and ELA for grades Pre-K – 5, including SWD and ELLs.

- By June 2012, involve all staff members in a concerted effort to improve the academic performance of all students in Math/ELA on grades 3, 4, and 5 by showing growth in project based learning activities, unit planning, portfolios, and student data, with focus on the learning needs of our targeted populations: ELLs and Students with Disabilities (SWD).
- Plan a school-wide action plan addressing the Mayor's Absenteeism Intervention. Improve the attendance of all students and identifying those students with more than 20 days late and/or absent by using funding from the Mayor's Absenteeism Initiative. Maintain a daily log of identified students. Maintain records of contact with parents/students (telephone call, mail and /or field visit). Invite parents to an intervention conference regarding absenteeism. School mentor program, provides on going support for students who have been identified by the Mayor, as having had 20 or more absences during the 2010-2011 school year.
- To recognize students with improved and perfect attendance by holding monthly pinning ceremonies. Monthly competition between students recognizing students that, come to school on time each day.
- Place the curriculum map on Google Apps for review and discussion on each grade. thus allowing staff access to review and the Coaches/Grade Leaders to make changes. Develop Unit Lessons based on curriculum maps for each grade
- To introduce MindResearch Math to Grades 2 and 3. Continue Aha Math on Grades 4 and 5. Provide tutorial and enrichment activities on Saturdays to select students on Grades 3, 4, and 5. Provide ongoing support and staff development by trained staff and outside consultants.
- Differentiate lessons in Math and ELA using lessons provided on ARIS, MindResearchMath, Aha Math, Breakthrough to Literacy and Renzulli to support student learning.
- Reflect regularly on data from student assessments with colleagues, inclusion team, administration, coaches and/or student families in order to modify practices, and increase student achievement.
- Continue to develop small group teacher teams focusing on aligning the Common Core to teacher and student tasks.
- Continue to develop the tier wide Response to Intervention (RTI) team and the Child Study team to utilize data review protocols, such as low to high inference observations in class, with assessment results in planning for instructional improvement.
- Plan school-wide simulations through Acuity: ITA's and Predictive and in house simulations ...bi-monthly benchmarks for Math

and ELA, according to the Periodic Assessment Calendar.

- Analyze predictive and targeted exams on the testing grades and use the data to drive instruction.
- Utilize data gathered through Mastermind Math, Aha Math, Breakthrough to Literacy, Guided Reading, Running Records, Sonday, Renzuilli, Open Court, and teacher diagnostics.
- Analyze and evaluate student data presented during grade meetings, faculty conferences, and parent meetings.
- Continue with administering running records monthly/weekly to substantiate the evidence or lack of growth.
- Develop protocols for reviewing data with students and/or families.

Strategies to increase parental involvement

- Continue parent workshops focusing on the use of ARIS focusing on monthly professional development on the gathering, disaggregating and analyzing data.
- Provide opportunities for parents to help them understand the accountability system
- Provide instructional materials for parents and workshops focusing on the usage of said material

Strategies for attracting Highly Qualified Teachers (HQT)

All of our teachers are highly qualified. However, they are held responsible for their educational growth. Non-tenured teachers are required to share and submit their portfolio documenting their professional growth and journey. Teacher team meetings are held weekly focusing on Units of Study, sharing ideas , looking at student work and teacher task.

Service and program coordination

- We have two temporary housing program employees that support our students that are in temporary housing. They provide student and parent support by supplying the necessary educational materials. They also meet with the classroom teacher to discuss student progress, support needed and next steps.
- On-going articulation between the principal and the temporary housing staff occurs on a daily basis.
- S.A.V.E room teacher provides character education to identified grades to reduce the number of incidents in the building. Respect for all is emphasized in each classroom daily.
- The Leadership Program (Century 21 Grant) provides afterschool instruction in ELA and Math (4x a week) strengthening the academic link in the building.
- Monthly Parent Meetings held to address NCLB.

- Nutrition Committee distributes healthy snacks daily. The Breakfast program is running smoothly. Students are encouraged to arrive early and partake of the nutritious breakfast. Breakfast is also provided in the classroom: Pre-K, K. Grades 1 and 5 experience the Cross-Age Breakfast program.

Budget and resources alignment

- Our Title I funds (10%) allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School Parent Compact, e.g., parent meetings, parent evening activities, and parent workshops.
- Title I funds are utilized to fund teacher positions and educational software that supports instruction that is aligned to the Common Core Standards e.g., ST Math and Aha Math
- Title I funds are used to support an ELA coach, Math coach for Grades K-2 and 3-5, and three AIS support staff on grades K-2, 3, 4-5
- Title II funds are utilized to support two ESL teachers that provide small group and push in strategies to support ESL instruction
- Title III funds are used for our after school program to support ELL learners. Also, the funding is utilized to purchase “Brain Pop”, a software program utilized to support ESL instruction in ESL and Math
- SINI funds are used for after school and Saturday programs. In addition, during the Winter Recess and Spring Break enrichment programs in ELA and Math will be available.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS *				
K	10	10	N/A	N/A	5	4	n/a	27
1	28	28	N/A	N/A	5	2	n/a	41
2	7	7	N/A	N/A	5	1	n/a	52
3	15	12	N/A	N/A	5	2	n/a	34
4	10	12	10	10	5	2	n/a	26
5	7	3	10	7	5	0	n/a	39
6								* Chronic Diagnosis
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Programs: <u>Sonday</u> – is a multisensory reading program delivered in small groups and one to one during the day <u>Breakthrough to Literacy</u>- is a literacy curriculum for Pre-K through third grade in small groups using the computer and delivered during the day. <u>Open Court</u> (phonics only) – is a phonics based program delivered in small groups, one to one and whole class during the day.</p>
Mathematics	<p>Programs: <u>Envision Math</u> (Grade 1), <u>ST Math</u> (Grades 2, 3 and 4), <u>AHA Math</u> (Grades 2-5) All of the above programs are used to develop number sense in all skill areas. All of the math programs are internet based and delivered in whole class, small group, and one to one during the day. AHA math has a home component and can be accessed at home and/or library.</p>
Science	<p>Science Mobile cart, Interactive Board and Smart Response clickers are used for small group instruction during the day at lunchtime. Non-fiction and informational text are also used. The science instruction, during the day, is delivered by the Science teacher using a push-in and pull out program.</p>
Social Studies	<p>INFORMATIONAL TEXT used in small group instruction during the day. AIS services are provided in small groups, push-in and one to one during the day. Materials used: Mondo and Making Meaning</p>
At-risk Services provided by the Guidance Counselor	<p>At risk counseling is provided in small groups and one to one depending on the needs of the student(s) and parent request. Counseling is done during the day. At times, the school utilizes outside referrals during the day and/or evening.</p>
At-risk Services provided by the School Psychologist	<p>The school psychologist offers crisis counseling during the day to all students in grades K – 5 that engage in self-destructive behaviors that interfere with academic success. The sessions are small group and/or one to one.</p>

<p>At-risk Services provided by the Social Worker</p>	<p>At this time, the Bilingual Social worker does not have an identifiable list of students in need of at risk counseling. However, the Social Worker collaborates with parents, the SBST and the classroom teachers on a daily basis to suggest strategies that can be incorporated in the classroom. She has on occasions, worked closely with students exhibiting negative behaviors to help them make appropriate decisions or find alternative means of making wise choices.</p>
<p>At-risk Health-related Services</p>	<p>The school nurse and Health Intern provide small group counseling during the day to students identified as having a chronic disorder. The sessions help increase self-awareness and understanding, bolster their self-esteem, reduce interpersonal conflict and improve communication between the student and the teacher.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _11x111_____ **School Name:** Seton Falls Elementary School
PS 111X_____

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: X Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
X Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Based on our Accountability and Overview report 2010-2011, we did not meet our AYP in ELA, in the subgroup of SWD. Now we are identified as a SINI School Improvement Year 1. 95 SWDs, Grades 3-5, participated in the ELA exam. According to the report, only 5%, obtained Levels 3-4. When we identified the bottom third on grades four and five, the majority were SWD. It is our goal to raise their level.

Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

2. To support improved achievement in ELA, especially with the SWD subgroup, many intervention programs will be implemented. Using the SINI funds we will offer Saturday workshops and Professional Development, for teachers so that they can learn about aligning the Common Core Learning Standards with the teachers' lesson plans, curriculum maps, tasks, both teacher and student. Programs will be offered during the Winter Recess and the Spring Recess. Students will receive small group instruction, using informational text in all content areas. Skills and strategies will be strengthened as much as possible. During the school day, children receive small group, needs based, differentiated instruction. Technology is always incorporated into lessons. ELA is taught, not only from stories, but from Science, Social studies and Math texts as well. We anticipate that knowledge and skills gained from PD will enable the teachers to have heightened expectations for their students. Data will be collected, analyzed and used to instruct based on needs and learning style.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

1. The 10 percent of the Title 1 funds will be used for high quality PD. Teachers will be able to visit other schools and institutions to better hone their skills and teaching instruction. PD is given by organizations and companies that charge for their services. Funding comes from this money. PD on Saturday also comes from the 10 percent.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

2. The teacher mentoring program supports new teachers as they continue on their journey. Mentors coach the new teachers in a risk free environment, about best practices that are used in the classroom. Mentors work with the teachers on classroom management, developing rigorous and challenging tasks, and organization. PD on the Common Core Learning Standards helps the teacher connect the maps to the teacher task, student task and the rubric.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand. Parents will be notified that the school is now a SINI school at the Parents' Association Meeting. Following the meeting, the parents will receive a letter, in their chosen language, explaining the issue and next steps. Parents will be invited to ask questions for clarification, at any time. The Principal and the Parent Coordinator will be available to assist the parents.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Rello-Anselmi/Maria Quail	District 11	Borough Bronx	School Number 111
School Name Seton Falls Elementary School			

B. Language Allocation Policy Team Composition [?](#)

Principal Ava Fullenweider	Assistant Principal LeCounte Teele
Coach Lisa DeMatte-Literacy	Coach Silberman/Paulin-Math
ESL Teacher Marie Toney/Catalina Dosil	Guidance Counselor Robbin Cuthbertson
Teacher/Subject Area Phyllis Goldstein- Data Specia	Parent
Teacher/Subject Area	Parent Coordinator Anita Burrell
Related Service Provider Speech-Zegerman/Tchatchanachvi	Other
Network Leader Caterina Ditillio	Other

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	695	Total Number of ELLs	68	ELLs as share of total student population (%)	9.78%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

Part 11: ELL Identification Process

1. English Language Learners are initially identified at the time of admission, based on the Home Language Identification Survey. It is Language Identification Survey that the parent has completed. A Licensed pedagogue is present to assist in the completion of the form. If the home language indicates anything other than English, an informal interview in the native language (if possible), and English, is conducted by a member of the ELL committee. If the student speaks little or no English, the student is administered the Language Assessment Battery -Revised within the first ten days of admittance. Administration is done by a licensed ESL teacher. The size of the group is determined by the grade and the part of the test being administered.

If the child's score is at the beginning, intermediate or advanced level, the child is considered a Limited English Proficient (LEP) student. He is then placed in the appropriate class and program. Annual assessment is done in the Spring using the NYSESLAT. Services will continue to be provided until such time as the student is "Proficient" on the NYSESLAT. All test administration is done by licensed ESL pedagogues. If a child is Spanish speaking and needs to be administered the Spanish LAB-R, it is done by the ESL licensed teacher, who is Bilingual. The group size depends on the part of the test and the grade level.

2. At the time of registration, or shortly thereafter, if no one was available during registration, parents of the student's who were identified as ELLs are contacted. They are shown a video, in the language of their choice, in which all three options are explained. The basics of each program are then examined again, and the parent is then asked to select the program of choice. If the school offers the program of choice, the child is enrolled in that class. If we do not offer that program, the parent is informed of that fact and presented with other options. If the parent wants the student specifically in that setting, we help the parent find a school that is offering that program, contact the school and try to get the child enrolled there. If need be, we will reach out to the Network. The parent is informed that, if there are at least fifteen parents who opt for that same program, and their children are in two consecutive grades, and speak the same language, a class would be formed to accommodate those students. The Parent Choice Surveys are copied. The original is placed in the cumulative folder and the copy is kept in the ELL binder in the Assistant Principal's office. This all happens within ten days from the date the child is admitted in the school. After the parent views the video, a licensed ESL pedagogue goes over the content once again to make sure that the parent understands all programs fully, before selecting.

3. Entitlement letters are distributed, by the ESL teachers, as soon as the LAB-R is administered and it is determined that the student is entitled to ESL services. This happens either at the time of registration or within the first ten days of enrollment. At the time that the parent views the video, the survey forms are distributed, completed and collected. ELL attendance sing in sheets keep records of the parents who came. All forms are then copied and placed in the child's cumulative folder and one in the ELL binder in the AP's office. If a parent does not submit a form, the default program is Transitional Bilingual Education. There is a periodic review of all forms missing and attempts are made to have them submitted. As an entitlement letter is distributed to the child, the name is checked on the list and checked again when returned.

4. If a child has been identified as an ELL student, based on the LAB-R, the child is placed in the ELL class on the grade. If the child is identified as an SWD, he is placed in the appropriate class. Each parent is notified, in the language of choice, that the child is receiving a push-in model program for ESL services. Parents are encouraged to contact the school for any necessary classification. Interpreters are available in the building or by phone, to help the parent walk through the process. Interpretation services are available

if the parent does not speak English. All decisions are made in conjunction with a parent and everything is explained to the parent in the spoken language.

5. After reviewing the Parent Surveys and Program Selection forms for the past few years, the trend in program selection has been towards the Free Standing English as a Second Language. In the 2008 school year, six parents opted for bilingual. They were not students in consecutive classes. During the 2009-1010 school year, only one parent opted for bilingual. During the 2010-2011 school year, one parent had selected the bilingual program. This parent had selected the Free Standing Program the year BEFORE, but decided that she wanted to change to Bilingual, which she could not do. Almost every parent says that the child should be learning English, as much as possible. Since the trend is towards ESL, as we plan for the future, we are looking at creating more ESL classes as might be necessary.

6. Based on the returned survey and selection of program choice, our school's program most definitely is aligned with parent requests. We will continue to align the programs and the parent requests. If we cannot help the parent with a program in our school, we help the parent secure other placement. All services are provided by 2 licensed ESL teachers. Parents have requested an ESL Program and we place the child in the program that the parent has selected. Since the parents have selected the Free Standing Model, that is the program that that we provide. Should the trend in parent choice change, our programs will reflect that change.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K* 1* 2* 3* 4* 5* 6* 7* 8* 9* 10* 11* 12*
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This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	12	12	8	15	6	15								68
Total	12	12	8	15	6	15	0	0	0	0	0	0	0	68

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	68	Newcomers (ELLs	53
Special Education			26

Number of ELLs by Subgroups					
		receiving service 0-3 years)			
SIFE	1	ELLs receiving service 4-6 years	15	Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	68	1	26							68
Total	68	1	26	0	0	0	0	0	0	68

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	11	10	7	13	6	15								62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1	2	1	2										6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other														0
TOTAL	12	12	8	15	6	15	0	68						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Part IV: ELL Programming

1. Instruction Programming at PS 111X is delivered in the following manner :
 - a. The organizational model is a general education class on each grade level that is designated as the ELL class. All ESL students are placed in that class and the ELL teacher pushes in to service those children. The students are placed in the class based on LEP status and grade. They usually account for about one third of the class make-up.
 - b. The class program model is heterogeneous grouping, except if it is SE. A licensed ESL teacher, plans collaboratively with the classroom teacher, and pushes in to provide the mandated services. In order to meet the mandates for beginners and intermediates, the ESL teacher does a pull out program once a week, for some students. This is also done with some of the Hearing Impaired Students, and students who are Intellectually Disabled.
2. All ESL teachers are knowledgeable regarding the mandated time for each group of ELL students. Beginning and Intermediate students receive 360 mandated minutes, and Advanced students receive 180 minutes. The program model is push in with a pull out supplement, when necessary. Explicit ESL, ELA, and NLA instructional minutes are delivered in the Free Standing ESL program, based on the score that the student received on the NYSESLAT. Beginners and Intermediate students are mandated 360 minutes and receive their mandated during push-in instruction. The ESL teacher together with the classroom teacher plan for the lesson, vocabulary and content. The advanced students who receive 180 minutes, also receive push in service in the classroom by a licensed ESL teacher. Students who test out continue to receive support services to ease them into the general education English class. If there is someone available to speak to the child in his native language, he is given those services. There is an endeavor made to find vocabulary cohorts in the native language, when

A. Programming and Scheduling Information

possible.

3. Instruction is given in English in all content areas. In order to ensure academic rigor, challenging content and well developed learning strategies that prepare the ELLs to think critically, solve problems, and communicate in English, are developed, ELLs are actively engaged in standards based Core Curriculum Standards. Vocabulary development is an integral part of each and every lesson. Technology is used to add visual aids and clarity, when needed. Prior knowledge helps link new information. All best practices such as: sentence frames, graphic organizers, accountable talk, writing workshops, are part and parcel of each lesson. Everything is done to support the ELL student in comprehension as well as speaking. Buddy systems enable the ELL student to feel more comfortable about speaking and trying his new vocabulary. ESL teacher plan together to determine supports needed by the ELL students. The ESL teacher then selects the necessary vocabulary, comprehension skills and activities that will support the ELL in all content areas, even during the time that the ESL teacher is not in the room.

4. Differentiation is in place for instructional plans for ELL subgroups: A Special Needs student who has a push in program will also have a pull out program to help him improve.

a. A SIFE student needs more support and encouragement. Depending on the circumstances, the student might need more phonics or more AIS to increase his reading- decoding and comprehension skills. After school programs are available to help with their learning.

b. For ELL students in the US Schools for less than three years: small group and push in programs are the models. The classroom teacher and the ESL teacher collaborate to drive the planning and instruction for the students. The standards for both ELA and ESL- Common Core Standards are the followed guidelines. Small group instruction using realia, hands on, prior knowledge, turn and talk, pair and share etc. are used. During balanced literacy time, children use Guided Reading books, geared towards their F&P reading levels. Conferencing during reading and writing time lets the teacher determine the strengths of the student and the next steps. The focus is on language development through content area. Technology is integrated to support all learning and to motivate learning. Teachers build on strengths and scaffold the learning to help students. Culturally congruent teaching methods, give the child a feeling of pride in his culture. Children are afforded opportunities to teach others about their first language and home culture. Project based learning, thematic units, and cooperative learning groups are used to engage learners. The teacher models so that the students can make sense of the learning process.

c. The data was analyzed, and it was determined that the student who received 4-6 years of service, were not meeting the “Proficient” standard in the areas of reading and writing. To this end, we work intensively with these students on the different levels of writing. Writing is correlated into each content area and is based on the Core Curriculum Standards. Children share and pair to determine their writing skills and goals to become more proficient. Conferencing is ongoing. Writing helps the reading process. As the student is able to write to formulate his own questions, his comprehension improves. Using informational texts, the students will be able to think critically and analyze their readings. Vocabulary is taught as part of each lesson. This correlates writing and reading skills.

d. If we were to have long term ELLs, we would use assessments such as E-CLAS, even on the primary level to determine a base level for instruction. The schedule for the student might include being in a different class for different instructional help. Perhaps a program after school or a partnership with someone from another school might support a long term ELL.

e. ELLs who have been identified as having special needs, must still receive the same mandated services as the gen ed student. They are entitled to the same number of minutes, but it must be based on their needs and learning styles. Teachers must work to meet the needs and goals of the student as stated in his IEP. Instruction takes place in groups based on the needs, not necessarily age. Coaches, AIS teachers, and para professionals team up to help the student succeed. Ongoing assessment will indicate progress. Assessments will vary depending on the student. The ESL teacher is also a Spanish speaker and can evaluate the students in their native language. If need be, we find someone in another school to evaluate in any other language.

5a. SIFE students are given support to help ease their return to the NYC education system. Parents are supported also, so that the child can have an easier transition.

6. Instructional strategies that teachers of ELL- SWD students will use to provide access to academic contents areas and accelerate English language development include using informational texts and discovering: vocabulary development in all content areas—word roots, prefixes and suffixes, word parts, antonyms, synonyms, independent and guided reading and writing, compare and contrast stories, use prior knowledge, learn the features of print ie: chapters, headings, bold print, Table of Contents, index, glossary, main idea, predicting outcomes The Writing Process includes: prewriting, drafting, revising, editing and celebrating by publishing. Materials will include Continental Press Empire State ELA grade appropriate books, teacher created stories and the children’s own work, Silver Moon Press publications, and other supplies. Students who are both ELL and SWD receive services based on the NYSESLAT score and the IEP as far as meeting the needs and learning style of the child. If an SWD student is also an ELL, the service model is the same if the parent so chooses. The child receives a push-in plan where the ESL teacher meets the required mandate- the number of minutes, and at the same time the teacher of the SWD student supports the learning since the two have planned together. All of the services mandated on the IEP are followed: for example: if the child needs OT, the ESL teacher meets with the OT teacher to plan for the steps necessary to ensure

A. Programming and Scheduling Information

comprehension.

7. Scheduling flexibility allows teachers to meet the diverse needs of ELL –SWDs. Teachers are able to meet in teams at least once a

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Part B Programming and Scheduling Questions 8- 17:

- Intervention services: AIS, small group, push in, flexible scheduling, buddy system, vocabulary based, needs based and learning styles based especially SWD. Rotation of groups allows for each child's skills to be met. During articulation time between the classroom teacher and the ESL teacher, content area vocabulary, comprehension skills and topics are discussed. When the ESL teacher pushes in during content area time, ELA ,math, science, or social studies, the teacher already knows the topic, and works with a small group to instruct.
- For ELLs reaching proficiency on the NYSESLAT, support services will still continue. The first year the student will still be placed in an ELL class and receive additional support from both the classroom teacher and the ESL teacher. AIS teachers also support the efforts. For two years the student is still entitled to testing modifications. The classroom teacher and the ESL teacher both work together to ensure that the students who have achieved "Proficient" can fly. They still receive time and a half for testing and the "Listening" part of the test (ELA) is read to them three times.
- New after school programs are being considered. New teachers to ELL have also been creative in making their classrooms come alive. For the upcoming school year we are thinking about ways to give the ELL students more classroom support from the teacher. We are looking into new ESL programs such as "Mondo" where non fiction is stressed. Non fiction material in all content areas and writing across the content area is an integral part of each child's day.

B. Programming and Scheduling Information--Continued

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12. ELLs are afforded equal opportunities and access to all school programs. Technology labs are open to all, drama and music programs are open to everyone. After school programs are on a "first come" basis but everyone has equal access. ELL students will also have their own after school program.
- b.A "Homework Help" program for after school is planned. Title 111 money will be used to purchase non fiction supplemental material from Santillana, perhaps. The goal of the program is to enable ELL students to succeed in their schoolwork, especially if parents can't help. Content areas are stressed and support given so that the homework can be thoroughly understood and completed. Parent workshops will help parents learn how to help their children at home. PD for teachers shows teachers the skills and sensitivity needed to work with the ELL population.
13. Technology in Math and ELA support the ELLs. Smart Board and Tables are used throughout the lessons. Pearson's and Continental Press also help. Materials used to support ELLs and their accomplishments are: ST Math, Aha Math Empire State English Language Arts, Reading Comprehension Developing Fiction and Non Fiction Skills, Time for Kids New York State ELA and Math.. Subgroups use materials that meet their needs. The same technology is used but on their level.
- b. Content area materials are from the same books and technology that are used in the school. However, the ESL teacher works with all students to clarify and modify the material as far as vocabulary and content. If the child can read in the native language, books in the language are used.
14. Students have access to bilingual picture dictionaries, books, and technology in their native language. The program model used is push-in ESL. In that program, if the child is able to read in his native language, materials are given to him and a teacher who speaks that language supports him.
15. Required support is provided based on grade and age and proficiency level. The child is put into an age appropriate class, but will receive services based on his needs. Individual attention is given to each child in small groups to accommodate him.
16. Newly enrolled students are given packets that describe activities in the school, programs and special features. Students are introduced to teacher and classmates. Basic English vocabulary is introduced. Buddy systems in the classroom are set up to support the student. Peer tutoring from other grades is available with other students from that country.

B. Programming and Scheduling Information--Continued

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17. There are no language electives specifically for ELLs, however Korean is taught in some classes, including ELLs and SWD classes.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

D. Professional Development and Support for School Staff

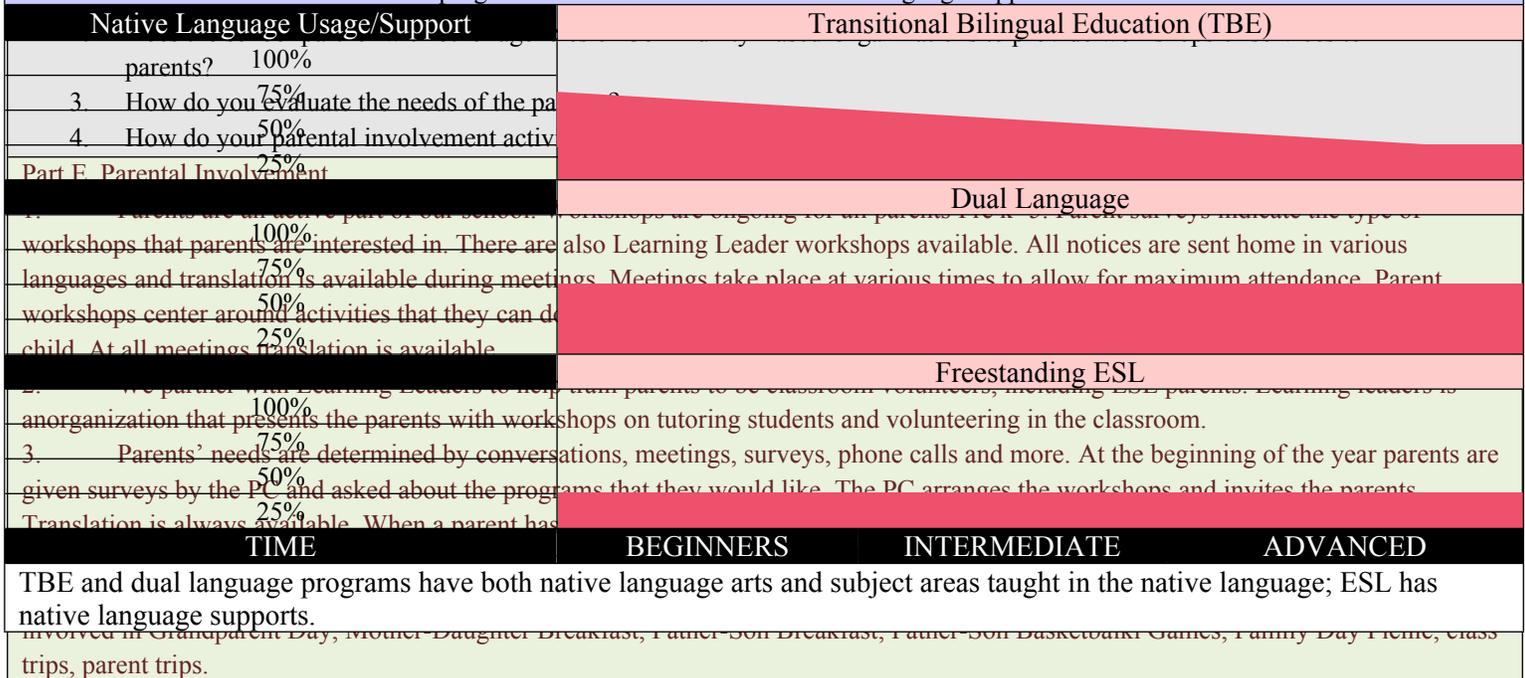
1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Part D. PD

1. All ELL personnel are provided opportunities for PD both through the Department of Education "oell" programs and the Network. They are also able to attend workshops in other schools and universities. All PD is turnkeyed to the staff. The Principal and the AP attend workshops, the ESL teachers and co-ordinator receive on going training from the Network as well as other agencies. The content area teachers and classroom teachers receive turnkey PD. They are allowed to go to PD at outside places as well. Paras receive PD with the teacher, and attend their own sessions in and out of the building.
2. As the ELLs transition to middle schools, parents are notified about the programs in schools that meet the student's needs or interest. Personnel from the schools are invited to either come to PA 111X to speak with our students or allow our students to come to their schools. The guidance counselors set up meetings with the parents of the ELL students to assist the transition to middle schools. Middle school personnel visit our students to help them transition and set up meetings in their school.
3. As per Jose P. during faculty conferences, Common Core Preps or CFI meetings, the 7.5 hours of ELL training will be given by the ESL licensed teacher. The ESL teachers give copies of the PD attendance sheets to the Principal and the agenda as well. They are stored in the Principal's office in a binder.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part E. Parental Involvement

1. Parents are an active part of our school. Workshops are ongoing for all parents Pre k -5. Parent surveys indicate the type of workshops that parents are interested in. There are also Learning Leader workshops available. All notices are sent home in various languages and translation is available during meetings. Meetings take place at various times to allow for maximum attendance. Parent workshops center around activities that they can do at home to support the child. Parents also learn English as they learn how to teach the child. At all meetings translation is available.
2. We partner with Learning Leaders to help train parents to be classroom volunteers, including ESL parents. Learning leaders is an organization that presents the parents with workshops on tutoring students and volunteering in the classroom.
3. Parents' needs are determined by conversations, meetings, surveys, phone calls and more. At the beginning of the year parents are given surveys by the PC and asked about the programs that they would like. The PC arranges the workshops and invites the parents. Translation is always available. When a parent has a concern the teacher and administration and the PC help out.
4. One of the major concerns of parents is for the student to learn English. As such, we provide the best possible instruction in English by licensed ESL teachers. Needs of the parents are voiced and responded to by the Administration, teachers and PC Parents are involved in Grandparent Day, Mother-Daughter Breakfast, Father-Son Breakfast, Father-Son Basketball Games, Family Day Picnic, class trips, parent trips.

B. Programming and Scheduling Information--Continued

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15. Required support is provided based on grade and age and proficiency level. The child is put into an age appropriate class, but will receive services based on his needs. Individual attention is given to each child in small groups to accommodate him.
16. Newly enrolled students are given packets that describe activities in the school, programs and special features. Students are introduced to teacher and classmates. Basic English vocabulary is introduced. Buddy systems in the classroom are set up to support the student. Peer tutoring from other grades is available with other students from that country.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

Part B Programming and Scheduling Questions 8- 17:

8. Intervention services: AIS, small group, push in, flexible scheduling, buddy system, vocabulary based, needs based and learning styles based especially SWD. Rotation of groups allows for each child's skills to be met. During articulation time between the classroom teacher and the ESL teacher, content area vocabulary, comprehension skills and topics are discussed. When the ESL teacher pushes in during content area time, ELA, math, science, or social studies, the teacher already knows the topic, and works with a small group to instruct.
9. For ELLs reaching proficiency on the NYSESLAT, support services will still continue. The first year the student will still be placed in an ELL class and receive additional support from both the classroom teacher and the ESL teacher. AIS teachers also support the efforts. For two years the student is still entitled to testing modifications. The classroom teacher and the ESL teacher both work together to ensure that the students who have achieved "Proficient" can fly. They still receive time and a half for testing and the "Listening" part of the test (ELA) is read to them three times.
10. New after school programs are being considered. New teachers to ESL have also been creative in making their classrooms come alive. For the upcoming school year we are thinking about ways to give the ELL students more classroom support from the teacher. We are looking into new ESL programs such as "Mondo" where non fiction is stressed. Non fiction material in all content areas and writing across the content area is an integral part of each child's day.
11. The pull out model is for the most part gone, except when necessary to meet mandates fully or to better meet needs of the HI students or the ID students. No program is being discontinued, however the pull-out program is diminished. Based on student need, at times the Hearing Impaired child is pulled out so as to avoid distractions.
12. ELLs are afforded equal opportunities and access to all school programs. Technology labs are open to all, drama and music programs are open to everyone. After school programs are on a "first come" basis but everyone has equal access. ELL students will also have their own after school program.
- b.A "Homework Help" program for after school is planned. Title 111 money will be used to purchase non fiction supplemental material from Santillana, perhaps. The goal of the program is to enable ELL students to succeed in their schoolwork, especially if parents can't help. Content areas are stressed and support given so that the homework can be thoroughly understood and completed. Parent workshops will help parents learn how to help their children at home. PD for teachers shows teachers the skills and sensitivity needed to work with the ELL population.
13. Technology in Math and ELA support the ELLs. Smart Board and Tables are used throughout the lessons. Pearson's and Continental Press also help. Materials used to support ELLs and their accomplishments are: ST Math, Aha Math Empire State English Language Arts, Reading Comprehension Developing Fiction and Non Fiction Skills, Time for Kids New York State ELA and Math.. Subgroups use materials that meet their needs. The same technology is used but on their level.
- b. Content area materials are from the same books and technology that are used in the school. However, the ESL teacher works with all student to clarify and modify the material as far as vocabulary and content. If the child can read in the native language, books in the language are used.
14. Students have access to bilingual picture dictionaries, books, and technology in their native language. The program model used is push-in ESL. In that program, if the child is able to read in his native language, materials are given to him and a teacher who speaks that language supports him.
15. Required support is provided based on grade and age and proficiency level. The child is put into an age appropriate class, but will receive services based on his needs. Individual attention is given to each child in small groups to accommodate him.
16. Newly enrolled students are given packets that describe activities in the school, programs and special features. Students are introduced to teacher and classmates. Basic English vocabulary is introduced. Buddy systems in the classroom are set up to support the student. Peer tutoring from other grades is available with other students from that country.
17. There are no language electives specifically for ELLs, however Korean is taught in some classes, including ELLs and SWD classes.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Part D. PD

1. All ELL personnel are provided opportunities for PD both through the Department of Education "oell" programs and the Network. They are also able to attend workshops in other schools and universities. All PD is turnkeyed to the staff. The Principal and the AP attend workshops, the ESL teachers and co-ordinator receive on going training from the Network as well as other agencies. The content area teachers and classroom teachers receive turnkey PD. They are allowed to go to PD at outside places as well. Paras receive PD with the teacher, and attend their own sessions in and out of the building.

2. As the ELLs transition to middle schools, parents are notified about the programs in schools that meet the student's needs or interest. Personnel from the schools are invited to either come to PA 111X to speak with our students or allow our students to come to their schools. The guidance counselors set up meeting with the parents of the ELL students to assist the transition to middle schools. Middle school personnel visit our students to help them transition and set up meetings in their school.

3. As per Jose P. during faculty conferences, Common Core Preps or CFI meetings, the 7.5 hours of ELL training will be given by the ESL licensed teacher. The ESL teachers give copies of the PD attendance sheets to the Principal and the agenda as well. are stored in the Principal's office in a binder.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Part E. Parental Involvement

1. Parents are an active part of our school. Workshops are ongoing for all parents Pre k -5. Parent surveys indicate the type of workshops that parents are interested in. There are also Learning Leader workshops available. All notices are sent home in various languages and translation is available during meetings. Meetings take place at various times to allow for maximum attendance. Parent workshops center around activities that they can do at home to support the child. Parents also learn English as they learn how to teach the child. At all meetings translation is available.

2. We partner with Learning Leaders to help train parents to be classroom volunteers including ESI parents. Learning leaders is

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2. We partner with Learning Leaders to help train parents to be classroom volunteers, including ESL parents. Learning leaders is an organization that presents the parents with workshops on tutoring students and volunteering in the classroom.
3. Parents' needs are determined by conversations, meetings, surveys, phone calls and more. At the beginning of the year parents are given surveys by the PC and asked about the programs that they would like. The PC arranges the workshops and invites the parents. Translation is always available. When a parent has a concern the teacher and administration and the PC help out.
4. One of the major concerns of parents is for the student to learn English. As such, we provide the best possible instruction in English by licensed ESL teachers. Needs of the parents are voiced and responded to by the Administration, teachers and PC Parents are involved in Grandparent Day, Mother-Daughter Breakfast, Father-Son Breakfast, Father-Son Basketball Games, Family Day Picnic, class trips, parent trips.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	6	4	4		6								32
Intermediate(I)		6	4	6	4	5								25
Advanced (A)				5	2	4								11
Total	12	12	8	15	6	15	0	0	0	0	0	0	0	68

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	12	3	4	4		2							
	I		6	3	6	4	2							
	A		3	1	5	2	6							
	P						5							
READING/ WRITING	B		8	4	4									

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I		4	4	6	4	4							
	A				5	2	11							
	P													

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4	7	1		12
4	0	4	3		7
5		4	4		4
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	5		4		2				11
4	0		6		1				7
5			5		3				8
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5		4		2		1		12
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Part B: After reviewing

- Assessment tools: Ongoing assessments are an integral part of each class and of each ELL student. They are used to determine movement towards acquiring content standards. They collect evidence of student learning or need for changes that are systematically implemented across grades and programs. The older grades use WRAP, running records, Acuity, teacher created exams, portfolios, Fountas and Pinnel, and kid watching, to assess student progress. Grades K-2 use E-CLAS, running records, F&P assessment kit and reading levels, Open Court assessments, teacher made assessments, and portfolios to assess student growth. Early literacy skills include: letter

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11x111 **School Name:** Seton Falls Elementary School PS111

Cluster: 1 **Network:** 109

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In order to assess our school's written translation and oral interpretation needs, we use the Home Language Survey first and then speak with the parent so as to determine the preferred language. All parents are then provided with appropriate and timely information in a language which they can understand. The information is then entered into ATS so that any notices printed from ATS, are printed in the appropriate language. When a parent comes into the office, if we can't determine the language the parent is shown the "I Speak" Card to select the correct language. Even our phone relay messages are sent in different languages.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

. After looking at the surveys and speaking with the parents, it was determined that there are three major languages spoken by the parent body. At the PTA meetings, it was announced and translation into other languages . The languages spoken are: English, Spanish and Arabic. Translators are available at the time of the meetings.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

1. The school provides written translation in a timely manner. Critical communications are sent out in the necessary language, as provided by the NYCDOE, or if not there are in-house translators who translate immediately. All teachers are aware of which children need languages other than English, and if the notice was not given in that language, they request the correct version. If a translation is not readily available, a cover letter or notice on the face of the of the English document, in the appropriate language, will be attached indicating how the parent can request a translation or interpretation. Translation is usually done in-house , by staff, or over the phone, if necessary. Parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services, will be provided same in the appropriate language.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

. Oral interpretation is available in the school by school personnel, who volunteer their services at any time. If there is no one who speaks the necessary language, over- the- phone services are provided.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

3. Section VII of Chancellor's Regulations A-663, will be in compliance to the fullest. Each parent, whose primary language, based on the Parent Preferred Language Document, is a covered language, and who needs assistance services, will be given a copy of the Bill of Parent Rights and Responsibilities. Translated versions of this document are available. Near the main entrance, there is a sign posted that states in each covered language, that interpretation services are available. No parent is denied access to reaching the administration, because of language. Parents are always provided with the website where they can get translations.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Seton Falls Elem. P.S. 111X	DBN: 11X111
Cluster Leader: Corrine Anselmo	Network Leader: Maria Quail
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Students in the ELL program who have not passed the NSES LAT have, according to the modality report (RMNR), scored poorly on the Reading/Writing part. As such, the targeted students are those who need to have reading and writing skill emphasized. Instruction will be in English. Certified ESL teachers will instruct using ESL materials from vendors such as Mondo and Continental Press.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Teachers are held accountable for all students including ELLs. Teachers have identified the ELLs but need to learn best practices on improving the delivery of classroom instruction. Teachers will receive Professional Development from our school Network, ESL teachers and QTEL on how to incorporate language in all curriculum areas. The Quality Teaching for English Learners Program (QTEL) is a professional development initiative that provides an academic framework that is rich in intellectual challenges along with high-level support. The QTEL professional development model provides rigorous challenges and strong learning support opportunities so that teachers can develop expertise and raise student achievement. The following topics will be covered: How to Use the Native Language to Support New Language, Using the Senses to Enhance Informational Text to Comprehension, Integrating Technology in all Curriculum Areas, Meeting the Needs of Students-Making Language Accessible, Incorporating Speaking and Writing, Differentiation and Grouping.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Part D: Parental Engagement Activities

Begin description here: Parents are an integral part of their child's learning. Therefore, they need to know what they can do to support their child at home. Parent workshops are offered and additional workshops will be given with translators available. The workshops will cover grade specific materials, expectations, how to meet their goals, looking ahead at next year. Notices regarding upcoming workshops are being sent to parents in the Language of their choice.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		